



Curriculum Design Pattern

Global Learning by Design

As well as providing a mechanism for capturing solutions to common education problems, curriculum design patterns can also serve as a way to share, document and publish academic work that can be informally peer reviewed and expanded upon. Below is an outline of the fields that will be used to capture and share the Curriculum Design Patterns that are produced as part of the Global Learning by Design project at RMIT.

Name of Pattern

Feeding Forward With Online Tools: Kahoot, Socrative and Quizizz

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Abstract

In large classes it is difficult to always gauge student learning and engagement. With the emergence of a range of free online tools, academics have the opportunity to get ongoing feedback from students in class. This information can be used in a 'feed forward' sense, to guide the design of additional or supplementary learning materials on topics where students are finding concepts difficult.

Rationale

To enhance student engagement in class and gain valuable ongoing feedback on their performance at any given stage in the learning period.

Learners/Context

Can be used in any learning environment for feedback or quick quizzes but is particularly helpful in large classes.

Related patterns

Global Guest Lecture

Category

Online collaboration, peer review, global engagement

Outcome/impact

The strength of using online tools like Kahoot is to embed formative assessment during the teaching process in an easy and fun manner. Teaching staff can use it to find out how students are going with their learning and adjust the next class to go over topics that appear problematic or provide additional resources online. The software has been broadly accepted by academics attending the range of PD offered throughout the year and has broad uptake at this stage in SEH.

Instructions/process

The online quizzing software may be used in a variety of learning environments and for a range of purposes. For the purpose of this pattern, the steps below will guide teaching staff in gaining ongoing feedback and provide some ideas on how to then use the information.

- On a weekly basis create a group of questions that demonstrate students are on track with weekly learning outcomes and the major concepts being taught.
- Load those questions into a Kahoot session; you may prepare multiple quizzes to use throughout your session.
- Run the quizzes at appropriate intervals throughout the session.

- Go through the answers at the end of each quizzing session in the classroom and recap with students any perceived difficulties.
- At the end of the class, prepare supplementary material for students to revise the most difficult concepts as demonstrated in the in-class quizzing sessions. These materials could be mini-podcasts or screencasts and should be uploaded weekly to either Blackboard or your class site. You may even use your mobile phone to quickly record important points for students to consider; save these to your Google Drive and upload the link to Blackboard (remember to Share your Google Drive file with anyone at RMIT with the link).
- Start the next class with a short discussion on the difficult concepts from the previous week.

Implementation

Kahoot was demonstrated broadly via a series of Professional Development sessions; over time, it is expected that stories of implementation will be collated and shared.

Conditions

The most important part of using the quizzing software is then determining where students need further assistance and designing that follow up material. These should be designed as short revision only and not become an extra burden to students; this is where screencasts and podcasts can be particularly helpful.

Resources

Final report on quizzing technologies.

Kahoot - Quick steps

https://docs.google.com/document/d/1W19ZQ-iOKmAZoB_FG6Vx05ssLJlsldBSEWDophn2t38/edit

Copy of recording of PD session

<https://drive.google.com/drive/>